

## Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

### Remember to think TPACK.

*NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).*

Your Name	<i>Gabrielle Adam</i>
What is the performance task for your unit?	<i>Effective communication and conflict resolution skills are great skills that you should be educated on. Learning about these skills early on can benefit you throughout your whole life. The CEO of TeensHealth is looking to promote effective communication and conflict resolution through a form of a video that can be used as an educational tool. As a team of health professionals and educators, it is your job to create a video about conflict resolution. The video should include one ineffective way to resolve conflict and explain why this isn't an effective way, then follow it with three ways to resolve conflict more effectively. The CEO would like your video between 7 and 10 minutes and demonstrates conflict resolution skills using effective communication skills and nonviolent strategies. If your video is selected, your team will have the opportunity to present the video on TedTalk before it is released to the public on TeensHealth's website.</i>
What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required)	<i>Students will use iMovie to create and edit their video. Groups will have the option to use any other methods to record the video and sound.</i>

Lesson # in which students will create the performance task	<i>This will be implemented in the 4<sup>th</sup> Lesson Plan.</i>
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1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior
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		unit? Briefly describe the learning activity.

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

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5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

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